



HARRODIAN

EYFS Subject Areas Policies

Communication and Language Policy

Listening, Attention and Understanding
Speaking

Philosophy:

We believe that language development is at the heart of the Early Years Foundation Stage. We aim to encourage children to express themselves creatively and imaginatively, to become enthusiastic thinkers and to communicate clearly and effectively. Communication and language is essential to all other aspects of learning. If children are able to listen and attend in a variety of situations, they can access the curriculum and then show their understanding through purposeful play and speech.

Aims:

- Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Children make comments about what they have heard and ask questions to clarify their understanding
- Children hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

How we support your child's communication and language

Children are encouraged to develop their speaking and listening skills during whole class discussions, group work and a variety of play situations. We provide opportunities to link language and understanding to music, role play, practical experiences and child-initiated activities. Children also participate in 'storytelling' and 'take home teddy' activities.

Any Speech and Language issues are identified and monitored closely throughout the Reception year. If necessary, the class teacher will liaise with parents and then refer children to GP/Speech and Language Therapists.

How you can support your child at home

Children are communicators from birth and the development of their speech, language and communication skills does not only happen in their Early Years setting. There are many other key people and places that make up the child's 'language learning environment'. If every child is to become an effective, all-round communicator, it is important to recognise the invaluable contribution of all those people and places that are important in a child's life.

Provide activities that encourage children to play and work together in cooperation (with each other and adults), encourage children to talk about what they are doing, negotiate, ask questions, speak clearly to be understood, listen and respond to others. Adults can prompt speech through sensitive questioning and by giving a child time to respond. Listening to stories and sharing books is an incredibly powerful way of increasing a child's vocabulary. Use the weekly activities suggested in the Activity Book as a starting point for talking about school and what they are learning.

Physical Development Policy

Gross Motor Skills

Fine Motor Skill

Philosophy:

In order to improve skills of coordination, manipulation and movement we provide activities which offer physical challenges both indoors and outdoors allowing children to develop fine and gross motor skills. They will be encouraged to use all their senses to learn about the world around them. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Aims:

- Children negotiate space and obstacles safely, with consideration for themselves and others
- Children demonstrate strength, balance and coordination when playing
- Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Children use a range of small tools, including scissors, paint brushes and cutlery
- Children begin to show accuracy and care when drawing.

How we support your child's physical development

The children will have continuous opportunities for physical activities indoors and outdoors. The activities will encourage children to explore moving individually and as part of the group. Children will be able to make physical responses to stories and music, expressing their feelings as they move. They will learn to do things safely and respond to verbal and non-verbal signals. All children will be encouraged to develop fine controlled skills and take part in energetic activities. A specialist teacher teaches Physical Education, where the children work inside and outside, developing fine and gross motor skills. Swimming is timetabled in the summer term. The importance of health and safety is integrated into Understanding the World and Personal, Social and Emotional topics and emphasised during school visits.

How you can support your child at home

Climbing frames at home or the local park; lifting heavy shopping bags; pushing and pulling heavy doors or drawers are examples of everyday actions that will build core muscle strength. Children need to develop gross motor strength before they are able to harness their fine motor control. Play-doh; using spoons and tongs for serving their own food and mixing ingredients while cooking will help build the fine motor muscles needed to hold pencils and scissors in the future. Set good examples of writing, using lower and upper case letters appropriately and clearly formed print text. Provide opportunities for children to use scissors safely and demonstrate how to cut safely and effectively.

Personal, Social and Emotional Development Policy

Self-Regulation
Managing Self
Building Relationships

Philosophy:

At Harrodian we promote an inclusive ethos and provide opportunities for every child to become a valued member of the group so that a strong self image and self esteem can be fostered. Children will learn how to cooperate and work harmoniously alongside and with each other. Children will learn about a wide range of cultures and beliefs and understand that these need to be treated with respect. Our aim is for all children to be motivated and excited to learn. Self motivation and independence are actively encouraged as are self discipline, respect for others and self esteem. We aim for children to become independent learners initiating and extending their own learning. We consider the whole child to be fundamental. Social, emotional, physical, intellectual and moral developments are interrelated and this is reflected in the provision we offer. We promote fundamental British Values and have a due regard to the need to prevent young people from being drawn into terrorism.

Aims:

- Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

- Children give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Children explain the reasons for rules, know right from wrong and try to behave accordingly
- Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Children work and play cooperatively and take turns with others
- Children form positive attachments to adults and friendships with peers
- Children show sensitivity to their own and to others' needs

How we support your child's personal, social and emotional development

The children will have continuous opportunities for Personal, Social and Emotional Development through role play and engaging with a variety of activities indoors and outdoors. In addition to this there are PSED lessons and circle time weekly. PSED is embedded into all areas of the EYFS Curriculum and the children work as a class, small group and individually daily. The children are made aware of fundamental British Values including; making decisions together (democracy), rule of law (understanding that rules matter), mutual respect and tolerance (treating others as you would like to be treated) and individual liberty (freedom for all). As EYFS practitioners we will validate all children's feelings and guide them to resolve conflicts; manage behaviour; develop the confidence and the awareness that enables them to make relationships.

How you can support your child at home

Let your child help with your activities, as this makes them feel that they are capable and competent and will help them develop self-assurance. Let your child make choices; this gives a child some sense of control in their lives and helps them to feel that their choices have been respected. Show your child photographs of special family members, friends, events and places that are important to you. This helps them develop a sense of being part of a community of people, with their own culture, experiences and places that interest them. Help your child to do things for others; show your child the benefits of 'teamwork'. Show your child how to be sensitive to others; books and stories are good for helping children understand differences. Talk to your child about feelings; when you help a child to express their feelings they understand that their feelings are only temporary. Sharing your own feelings and explaining how you have felt helps a child to understand that there are all sorts of feelings and that the pleasant ones can be fun and the less pleasant ones can be overcome or managed.

Set high expectations and lead by example, giving your children the time and encouragement needed to become independent with basic life skills. Dressing and undressing, going to the bathroom and washing hands, trying new foods, using a knife and fork, wiping face and blowing noses are all things 4 year old children should be capable of doing independently. Try not to carry your children or use a buggy to and from school. Give them responsibilities like packing their own bag and choosing their own healthy snack.

Literacy Policy

Comprehension
Word Reading
Writing

Philosophy:

Literacy plays an important role to reinforce understanding, enhance communication and foster enjoyment and creativity through language. Children will become enthusiastic and questioning readers, writers and thinkers.

Aims:

- Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Children anticipate – where appropriate – key events in stories
- Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Children say a sound for each letter in the alphabet and at least 10 digraphs
- Children read words consistent with their phonic knowledge by sound-blending
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Children write recognisable letters, most of which are correctly formed
- Children spell words by identifying sounds in them and representing the sounds with a letter or letters
- Children write simple phrases and sentences that can be read by others

How we support your child's literacy

Children take part in whole class activities, guided group work and independent tasks. Phonics sessions take place every day and are taught in addition to literacy lessons. Phonics teaching is structured using techniques and lesson plans from the *Read Write Inc* program. Writing is taught through teacher modeling, shared group writing and continuous child-initiated opportunities provided by the classroom environment. Children are taught how to apply their phonetic knowledge to writing and are encouraged to write for purpose, so that they apply what they have learned and embed this into daily life. The children are introduced to a wide variety of literature to inspire a love for reading. Children read individually to an adult at least 3 times a week and have a guided reading session once a week. They also share big books and use a range of reading schemes to encourage a variety of reading strategies. Children are encouraged to read their own names, labels and captions independently using the techniques taught.

How you can support your child at home

The EYFS Coordinator holds a meeting in the autumn term to discuss how to support your children's reading at home. Parents are highly recommended to attend this meeting as it explains the variety of techniques taught. Children should be encouraged to read a wide range of text in a variety of places, to understand the importance and need for reading. Children can read text around the home such as food labels, packaging and instructions on the screen of the computer, which will help them develop purpose in their reading. Learning 'Tricky Words',

reading school scheme books and looking at the Bug Club online scheme should become part of daily life and an enjoyable task for you to undertake with your child. Writing development strongly links with Physical Development, therefore the policy can directly reflect this. Encourage children to read back any marks they make on paper to you and value all attempts at writing. Set a good example by writing in clear print using upper and lower case letters appropriately.

Mathematics Policy

Number

Numerical Patterns

Philosophy:

At Harrodian we aim for children to develop a wide range of mathematical strategies and knowledge to solve problems. Mathematical learning includes counting, sorting, matching, making patterns, making connections, recognising relationships and working with numbers, shapes, space and measure and problem solving.

Aims:

- Children have a deep understanding of number to 10, including the composition of each number
- Children subitise (recognise quantities without counting) up to 5
- Children automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
- Children verbally count beyond 20, recognising the pattern of the counting system
- Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

How we support your child's mathematics

Children in Reception will be introduced to mathematics through stories, songs, rhymes, games, role play, construction, cooking, 2D & 3D creative work and by observing numbers in the environment and daily routines. Children will be taught mathematics using a 'Concrete, Pictorial then Abstract' method in order to provide the children with mental images and strategies that can be applied when solving problems. Children will take part in a whole class mathematics session with a focus on understanding the value of a number, this is supported by the *Numberblocks* series. There will also be group and individual work. This will include a range of teacher led and child initiated activities. Mathematics activities will be differentiated to suit the individual through adult support, questioning, expected outcome and set activities.

How you can support your child at home

Help children to recognise numbers, shapes and patterns that they see in their environment, for example on a clock, door or remote control and shapes of various household objects. Reinforce

accurate counting out, placing a finger on each object as it is being counted. Ask the children 'how' and 'why' questions during mathematical activities to encourage active learning and explaining their thought process. Use accurate language when talking about mathematical concepts. Use the weekly activity in the Activity Book as a starting point for mathematical discussions, activities and ideas.

Understanding the World Policy

Past and Present

People, Culture and Communities

The Natural World

Philosophy:

At Harrodian our aim is to encourage curiosity, providing an environment where the children can expand their knowledge of the world around them through exploration, prediction, questioning and observation in the company of enthusiastic adult and peer support. The children will explore issues about themselves, personal needs and the needs of others, leading to the introduction of different faiths' values and beliefs. We will provide stimulating experiences within the classroom and outdoor environment.

Aims:

- Children talk about the lives of the people around them and their roles in society
- Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Children understand the past through settings, characters and events encountered in books read in class and storytelling
- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- Children explore the natural world around them, making observations and drawing pictures of animals and plants
- Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

How we support you child's understanding of the world

Understanding the World is approached largely through discussion, investigation, exploration and experimental activities with some recording. Children will participate in an 'outside learning' session with the class teacher each week. During this session, we will focus on an aspect of the natural world and local environment. This area is integrated into topic style work included in literacy and creative activities to reinforce understanding. Children can use the class iPad and have ICT lessons with a specialist teacher. Through our topic work we also look at how modern things work and how they are made. Children are encouraged to harness their interests and use the skills learned from exploring these to a wider variety of topics and ideas.

How you can support your child at home

This strongly reflects the PSED and communication and language policy, therefore the previous ideas highlighted can be used. Give your children the opportunity to access a wide range of experiences, people, objects, living things and technology. Let the class teacher know of any particular interests or experiences that have inspired the children to observe, investigate and explain. Encourage the children to estimate and try things out to have ownership of their learning.

Expressive Arts and Design Policy

Creating with Materials

Being Imaginative and Expressive

Philosophy:

We aim to develop children's creativity to enable them to make connections between the areas of learning. The children's creative knowledge, understanding and skills are developed through music, art, dance, role play and imaginative play. The children develop creativity within a rich learning environment and have a wide variety of resources to choose from.

Aims:

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Children share their creations, explaining the process they have used
- Children make use of props and materials when role playing characters in narratives and stories
- Children invent, adapt and recount narratives and stories with peers and their teacher
- Children sing a range of well-known nursery rhymes and songs
- Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

How we support your child's expressive arts and design

The children will be able to explore painting, drawing and modeling using a variety of media and techniques. Children are able to lead their own learning and exploring using the open art area in the classroom which promotes independence and self-selection. Specialist teachers will provide twice-weekly opportunities to develop music skills through movement, rhymes, songs, percussion instruments and rhythmic activities. The imaginative role play area will change

frequently to allow children to experience a wide variety of scenarios, developing their imagination by taking on different roles and working cooperatively within a small group.

How you can support your child at home

Expose children to a variety of music, art, dance and play. Encourage imaginative stories and games and allow children to experiment with different media and equipment. Try to encourage original thinking by moving away from 'colouring in the lines' or 'doing it wrong' and question their choices of what they have made, how they did it and why.

Person Responsible: F McNeill

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